A large concrete dam is visible on the left side of the image, with a rocky mountain in the background. Several power lines and towers are visible on the right side of the image. The text is overlaid in the center of the image.

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PARTNER WITH A PERSON WHOM YOU DO NOT KNOW

- Introduce yourself, your subject, location, and teaching experience
- Explain to the other person your personal Philosophy on Teaching
- Tell the other person about a teacher who made a difference in your life
- What were their good qualities?
- Do you have a story about how they influenced your life?

**Creating Independence
through Student-Owned
Strategies**

PROJECT CRISS: Literacy in the Content Areas



- *Participants will be actively engaged in CRISS strategies*
- *Participants will be able to create lesson plans and deliver instruction using strategies learned*

Workshop Objectives



WHAT IS CRISS?



- System of modeling, guided and independent practice
- Practical tools for teachers
- Best practices brought together with consistent language
- Addresses Reading, Writing, Speaking, and Listening
- Clear expectations for students
- Brain-compatible learning: new learning “sticks”
- Learners are empowered
- Menu of strategies for students’ toolboxes
- Changes your class from a teacher centered environment to a student centered environment



TEACHER-CENTERED CLASSROOMS...

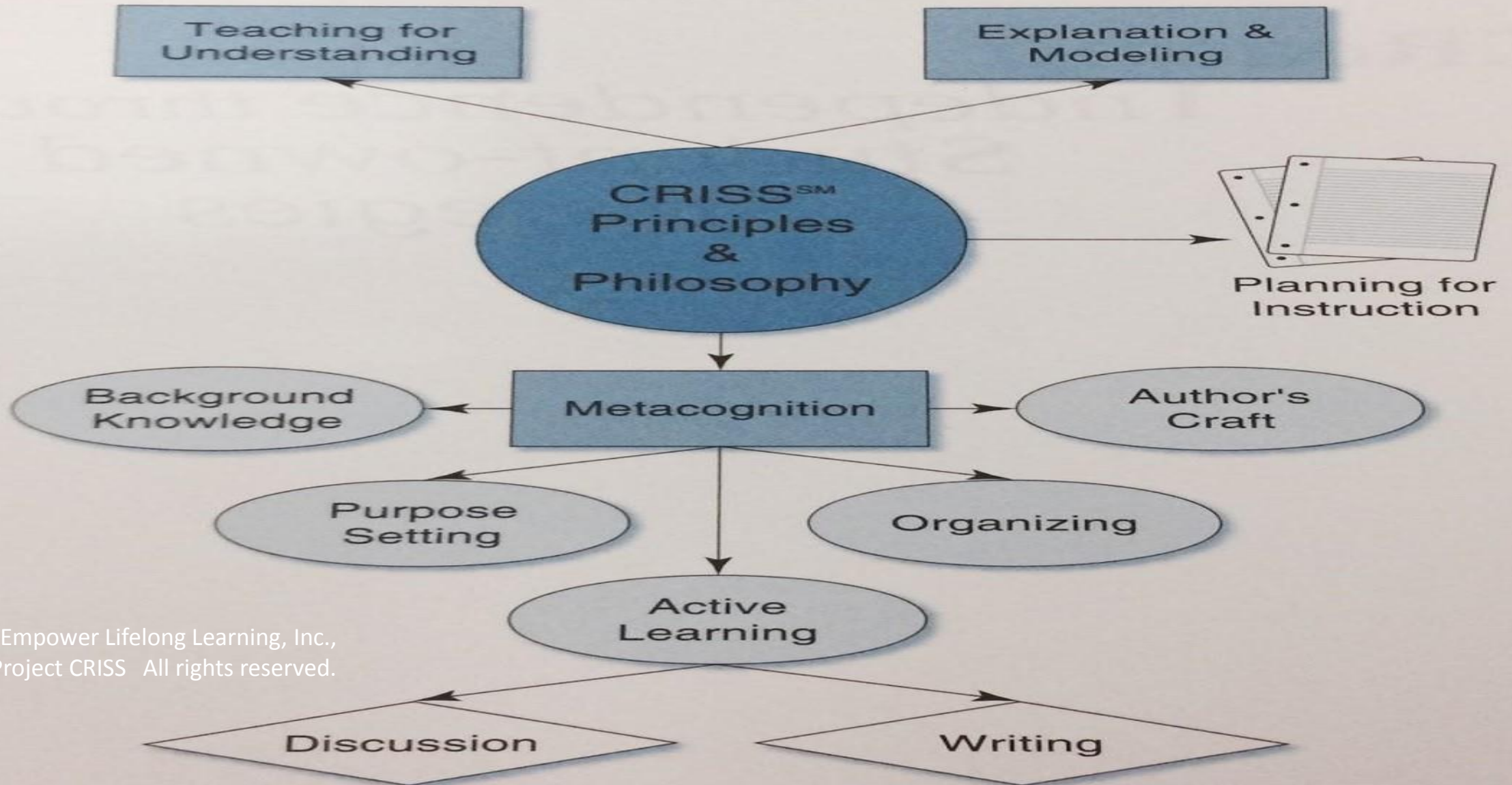
- Dominated by teacher talk
- Students in more-or-less passive mode
- Signs of restlessness after a few minutes
- Students distracted easily
- Wasted time (too many directions, slow transitions)
- Teachers are walking checklists and rubrics
- Student-to-student interactions rare
- Teachers put kids to work and find other things to do
- Students find ways to move, providing more distractions to others
- Environments sometimes emotionally unsafe
- Restroom pass used like relay baton
- Student body language displays indifference and a reluctance to engage
- Longer periods of time create more problems

- “Learning should be an active process. Too often, students come to school to watch their teachers work.”
 - International Center for Leadership in Education
- “When one says that learning needs to be ‘active’, it implies that the learner is at least as important as the teacher in determining the success of lessons.”
 - - Douglas Barnes, in Mercer & Hodgkinson (2008)

LEARNER-CENTERED CLASSROOMS...

- Few outward signs of fatigue, boredom or distraction
- Relaxed, confident teacher displaying a sense of purpose
- Plenty of student-to-student dialogue (Dialogic Classrooms)
- Student written or verbal reflection(Press & Release)
- Quick transitions and engagement (Purposeful Movement)
- Music as a mood lifter and management tool
- Positive relationships between and among students and teachers
- Absolutely safe classroom environment (where students are not afraid to be wrong, make mistakes, or not know something)
- High degree of teacher credibility

CRISSSM Principles and Philosophy



WHAT IS METACOGNITION?

Metacognition = thinking about thinking

Teachers teach students HOW to think about their own thinking.

CEO of large chemical company...

What do you want in prospective employees?

“The ability to ask the right questions is the single most important skill.”

“I want people who can engage in good discussion—who can look me in the eye and have a give and take. All of our work is done in teams. You have to know how to work well with others. But you also have to know how to engage customers—to find out what their needs are. If you can’t engage others, then you won’t learn what you need to know.”

- Tony Wagner (2008) *The Global Achievement Gap*.

HOW TO EVALUATE A STUDENT'S METACOGNITION

- Creating: Can the student create a new product or point of view?
- Evaluating: Can the student justify or defend a stand or decision?
- Analyzing: Can the student distinguish between and among different parts?
- Applying: Can the student use the information in a new way?
- Understanding: Can the student explain ideas or concepts?
- Remembering: Can the student recall the information?

TAKE 2 MINUTES TO DISCUSS THE FOLLOWING STATEMENT WITH YOUR NEIGHBOR

- “Talk, whether internalized self-talk, overt conversation, or writing, is one of our principal mechanisms for organizing our thoughts, making sense of new ideas, and pushing our thinking in new directions. At the same time, our ability to think grows and expands through our exposure to other people’s thinking, ideas, and knowledge, which become available to us through their talk and writings.”

PAIRED LEARNING

“To practice critical thinking, students need to participate in the discourse of the discipline—to think, speak, and be listened to as they participate in the discipline’s particular mode of inquiry. Students will not get enough practice just by talking to the instructor. Students develop competency and become critical thinkers in a classroom that provides opportunities for intensive, structured interaction among students.”

- Bishop (2010) in Bliss, A.

ADVANTAGES OF PAIRED LEARNING

- Begin with pairs in classrooms and professional development.
- safer to make mistakes
- no place to hide
- teach each other
- builds **Social Capital**: The benefits and value of the collaboration possible when trusting relationships exist. Kids build social capital through conversations and collaboration in safe environments

POSITIVE IMPACTS OF STUDENT-TO-STUDENT CONVERSATIONS AND COLLABORATION:

- confidence builder
- connect with the content
- build on what they already know
- develop relationships
- improve oral language skills
- learn to negotiate meaning
- increase empathy
- build social capital

GETTING STUDENTS TO SHARE IN STANDING PAIR SHARES:

- Configure the furniture to support seated and standing collaborative work.
- Model exactly what it is they are supposed to do and share with them your thinking about what you are doing.
- Work with students on the skills related to productive interactions: speaking and listening skills.
- Model it again, and ask students to observe the modeling and share what they saw regarding body language, tone of voice, gestures, eye contact, etc.
- Begin the process with a paired discussion about something familiar to your students.
- Make sure they understand what they are doing is the most important thing happening in the room at that moment in time.
- Allow a student new to the class observe one or two pairs, then check with him later before working him into the rotation.
- Be persistent and unmoving.

Project CRISS Frameworks

FRAMEWORK FOR TEACHING

Guides planning

Informs instruction using the...

FRAMEWORK FOR LEARNING

Allows learners to deeply understand what they read, view, hear, and do by...

Preparing for learning,

Engaging/transforming for understanding,

Reflecting to develop life-long learning skills.

FRAMEWORK FOR LEARNING BEING A METACOGNITIVE LEARNER

CRISS Philosophy

- PREPARE for Learning:
Be Metacognitive!
- Background
Knowledge
- Purpose Setting
- Author's Craft

CRISS Strategies

- Brainstorming
- Sourcing
- Prewriting
- Word Splash

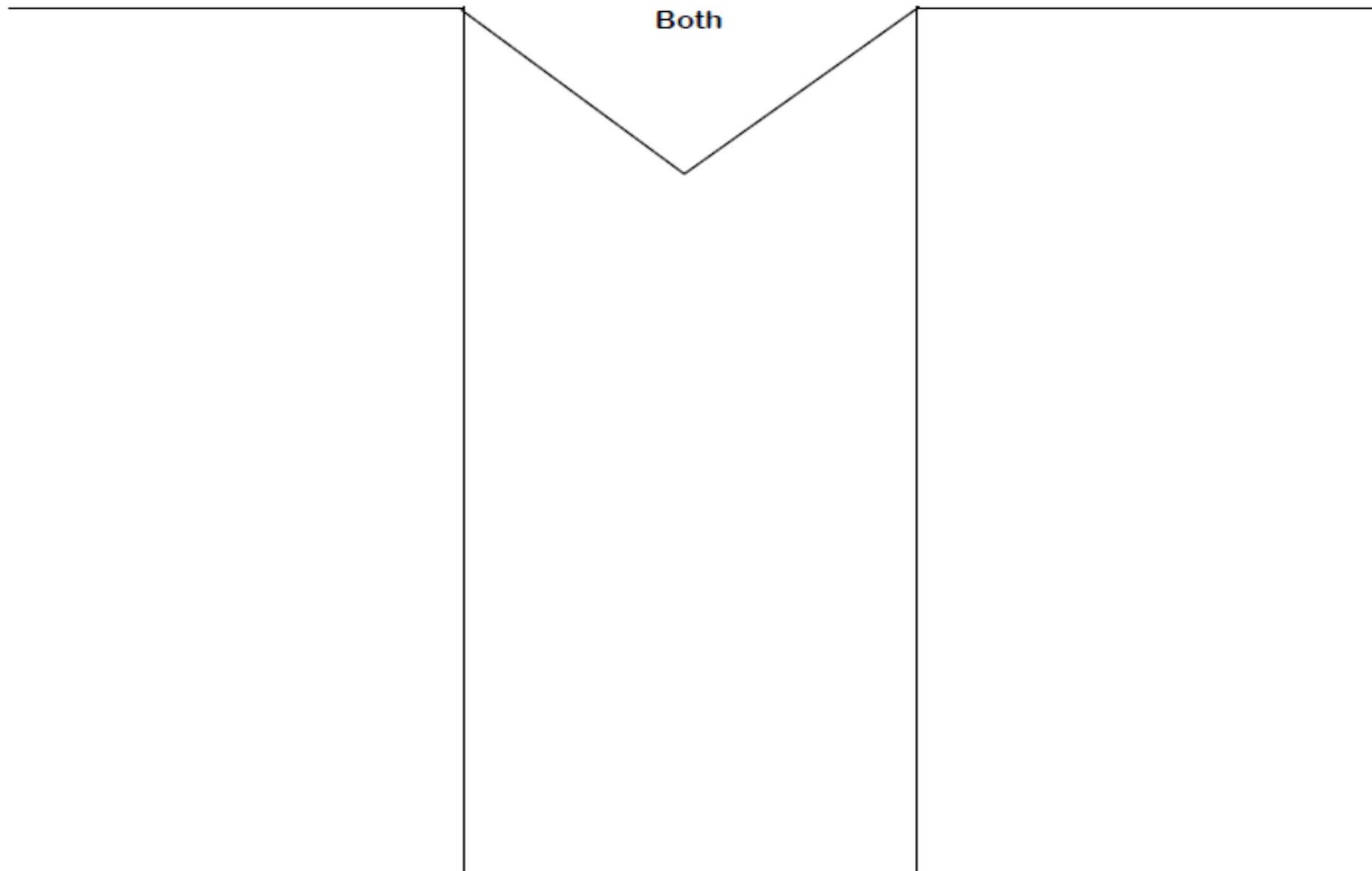
FRAMEWORK FOR LEARNING BEING A METACOGNITIVE LEARNER

CRISS Philosophy

- ENGAGE & TRANSFORM:
Be Actively Persistent!
- Writing
- Discussion
- Visualizing
- Organizing

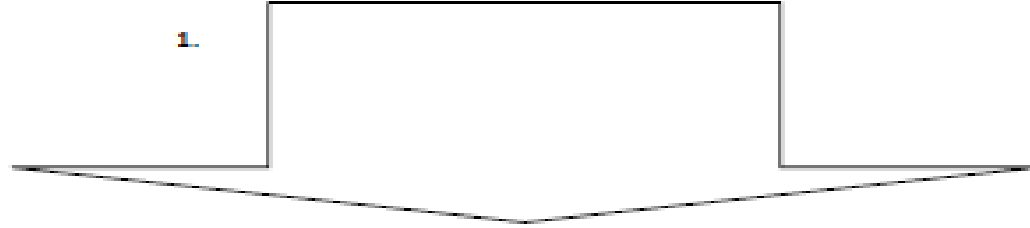
CRISS Strategies

- Graphic Organizers
- Story Telling
- Cloze reading strategies
- Think Share Pair
- Image Analyzation

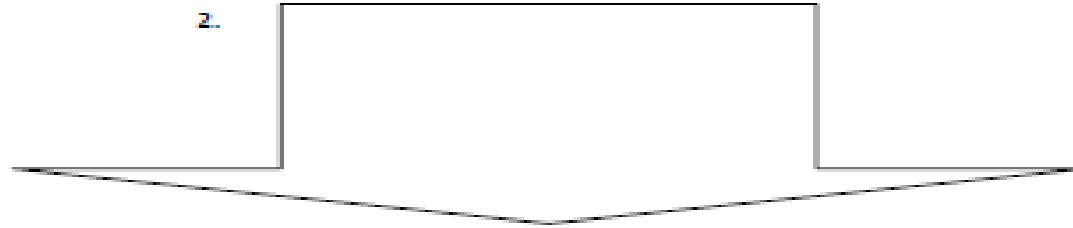


Sequence Map

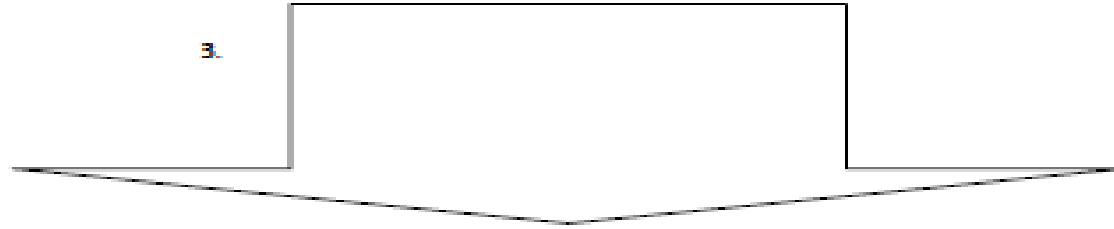
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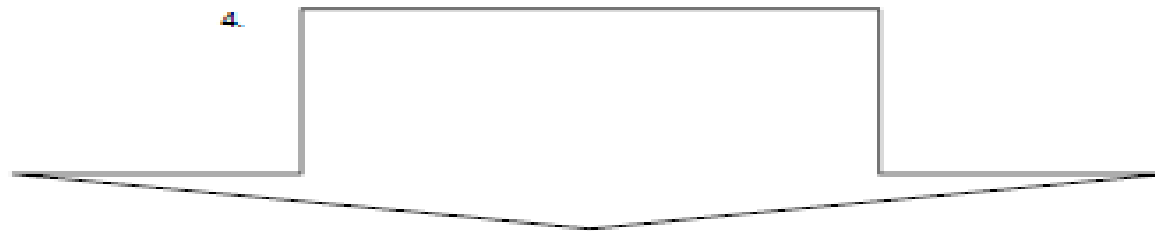
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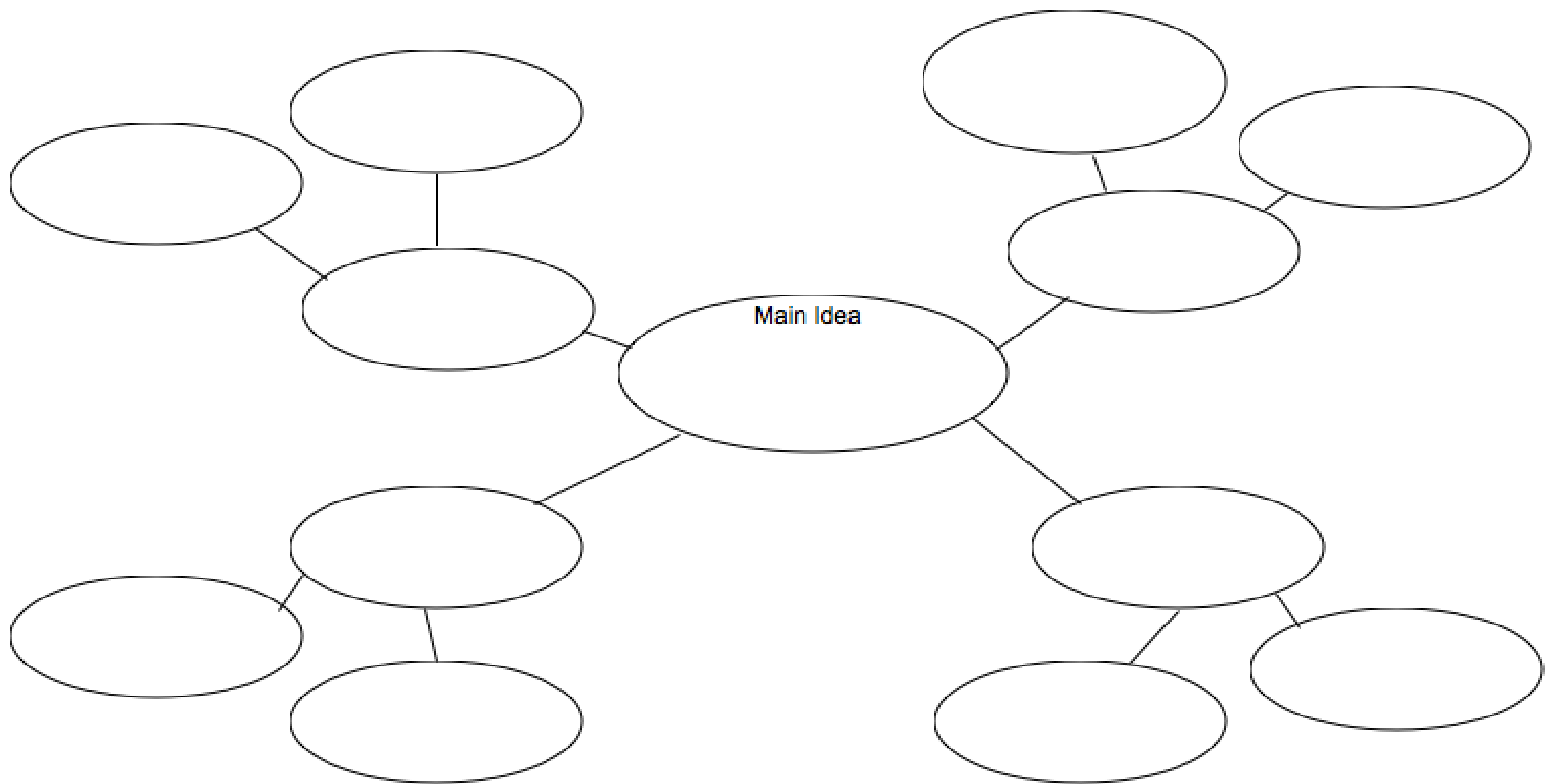
3.



4.



Summary:



FRAMEWORK FOR LEARNING BEING A METACOGNITIVE LEARNER

CRISS Philosophy

- REFLECT on Learning
- Process: How I learned
(My metacognition)
- Content: What I learned

CRISS Strategies

- Formative Assessments
- Highest Level of Bloom's
Taxonomy



LEFT VS. RIGHT BRAIN



If you've ever wondered why you act the way you do, the answer may lie in which side of your brain you tend to use more. Although they're generalizations, popular theories suggest that right-brain people have different skills and preferences than those who are left-brain people. How do these differences impact you? Find out:

OVERVIEW

As similar as the brain's hemispheres look, they actually manage very different functions, which are attributed to different characteristics and abilities such as:

LEFT SIDE

Often goal-orientated and well organized, left brainers are critical thinkers and rarely absent minded.



Planner

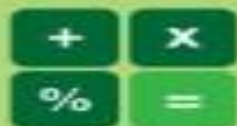
Things are done in a planned orderly way, like a to-do list.

Reads sitting up



Rational

Feelings do not get in the way when making decisions.



Logical

Skilled at math or science and sequencing ideas.

RIGHT SIDE

Slightly disorganized, unpredictable and emotional, right brainers are often good with people and philosophical.



Impulsive

Things are done spontaneously; keeping track of time is not as important.

Reads lying down



Emotional

Tends to ponder and act on feelings.



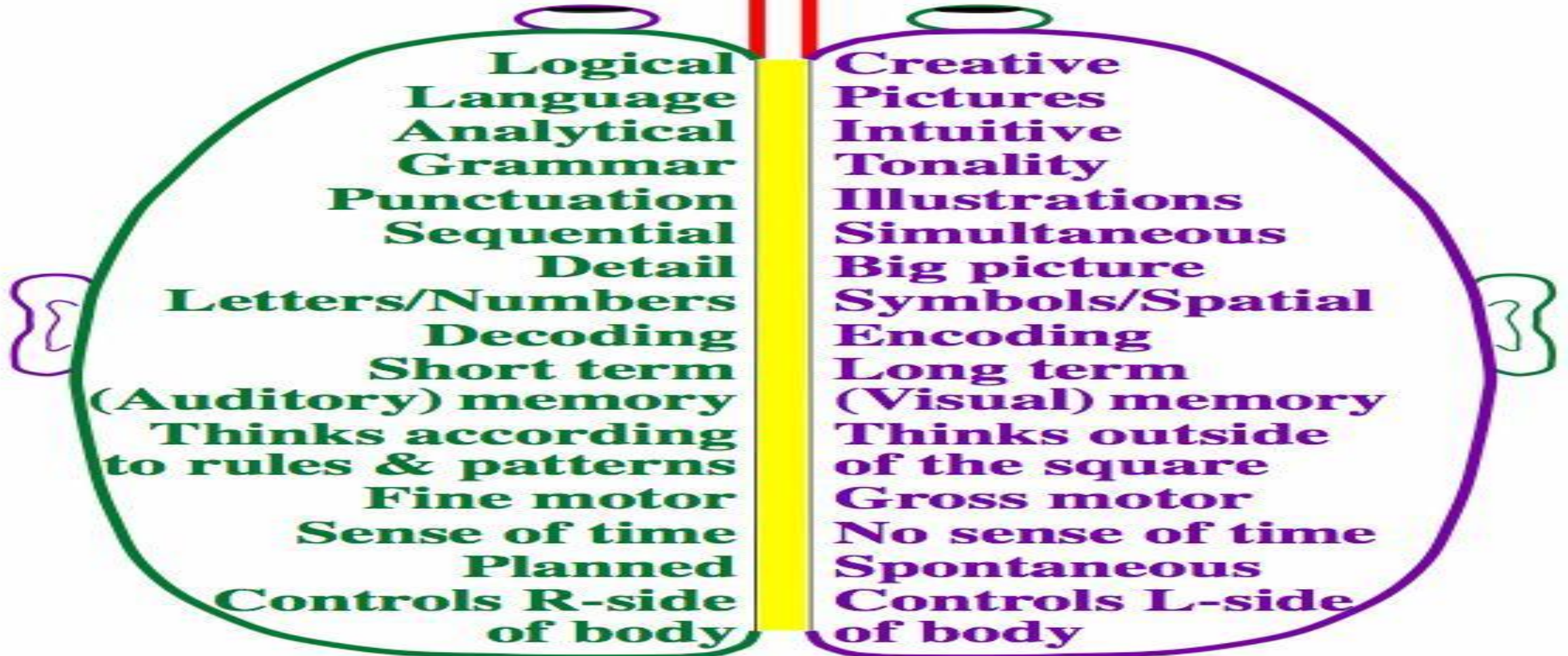
Creative and artistic

Skilled at sports, writing fiction,

L

R

b



Corpus Callosum

ACTIVITY 1

CRISS Philosophy

- PREPARE for Learning: Be Metacognitive!
- Background Knowledge
- Purpose Setting
- Author's Craft

CRISS Strategies - Word Splash

- Select 12-15 words or short phrases from the story and place them randomly and at various angles on a sheet of paper.
- Run one copy for each student or for each pair of students.
- Place students in pairs and ask them to circle words or phrases that seem to be connected in some way, drawing lines connecting them on the sheets of paper.
- Students should generate complete statements in support of their suppositions.

ACTIVITY 1

CRISS Philosophy

- ENGAGE & TRANSFORM:
Be Actively Persistent!
- Writing
- Discussion
- Visualizing
- Organizing

CRISS Strategies - Word Splash

- Read the story
- Highlight the words that are listed in the word splash
- Check their predictions against what they read.

MUCKRAKERS

CRISS Philosophy

- REFLECT on Learning
- Process: How I learned
(My metacognition)
- Content: What I learned

CRISS Strategies – Word Splash

- Formative Assessments
- RAFT

R — Role

(Who is doing the writing?)

A — Audience

(Who will be reading the writing?)

F — Form

(Is this a story, letter, poem, or other form?)

T — Topic

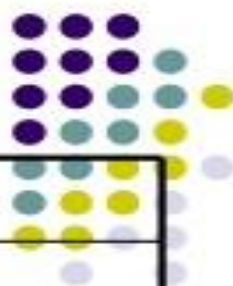
(What am I writing about?)

S — Strong Verb

(Am I persuading, creating, predicting, analyzing,...?)



Possible Formats to use with RAFTs that address a variety of learning styles.



<i>Written</i>	<i>Visual</i>	<i>Oral</i>	<i>Kinesthetic</i>
<ul style="list-style-type: none"> •diary entry •bulleted list •obituary •invitation •product guide •game rules •recipe •movie critic •FreqAskQues •editorial •character monologue •job application •gossip column •mag. article 	<ul style="list-style-type: none"> •cartoon/comic •crossword puzzle •map •scale plan or drawing •graphic org. •concept web •illustration •print ad •photograph •powerpoint •‘how to’ diagram •fashion design 	<ul style="list-style-type: none"> •song •set of discussion ?s •conversation •monologue •sermon •radiocast •museum guide •commercial •reader’s theater •interview •tasting •political speech •puppet show •storytell 	<ul style="list-style-type: none"> •model •cheer •mime •reenactment •wax museum •demonstration •sales pitch with demo elements •physical analogies •taste tests •‘how to’ video •game •sew, cook, build •design a

ROARING 20'S

CRISS Philosophy

- PREPARE for Learning: Be Metacognitive!
 - Background Knowledge
 - Purpose Setting
 - Author's Craft

CRISS Strategies

- ABC Brainstorming
 - Students try to think of a word or phrase associated with the topic, matched to each letter of the alphabet.
 - Have students list all the letters of the alphabet down a sheet of paper (or use the printable ABC Brainstorm sheet on the next page), leaving room beside each letter to write out the rest of a word or phrase.

ROARING 20'S

CRISS Philosophy

- ENGAGE & TRANSFORM:
Be Actively Persistent!
- Writing
- Discussion
- Visualizing
- Organizing

CRISS Strategies

- Graphic Organizers

Venn Diagram

Power 1

Power 1

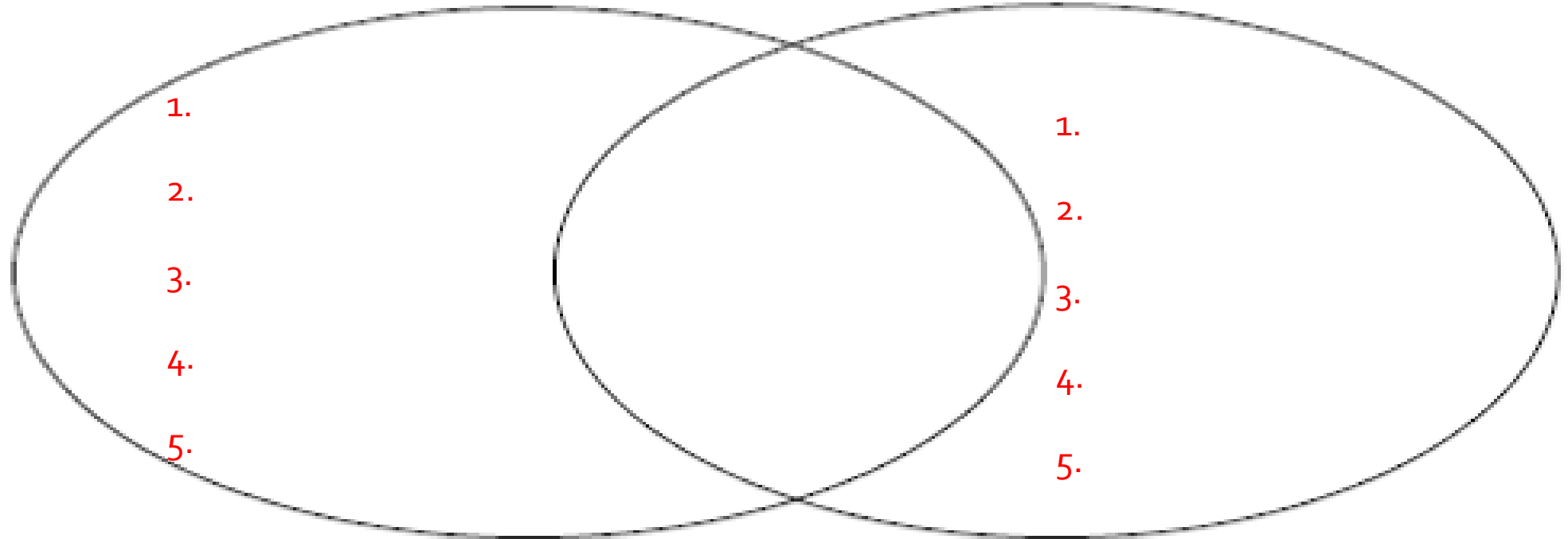
1800's

1920's

Similarities
(Power 3s and 4s)

Categories
(Power 2s)

1. Media and Communications
2. Religion
3. Women
4. Immigration
5. Law and Order



Differences
(Power 3s and 4s)

Differences
(Power 3s and 4s)

Conclusion

ROARING 20'S

CRISS Philosophy

- REFLECT on Learning
- Process: How I learned (My metacognition)
- Content: What I learned

CRISS Strategies

- Formative Assessments
- ABC Story- Students will tell a story using each letter of the alphabet as the

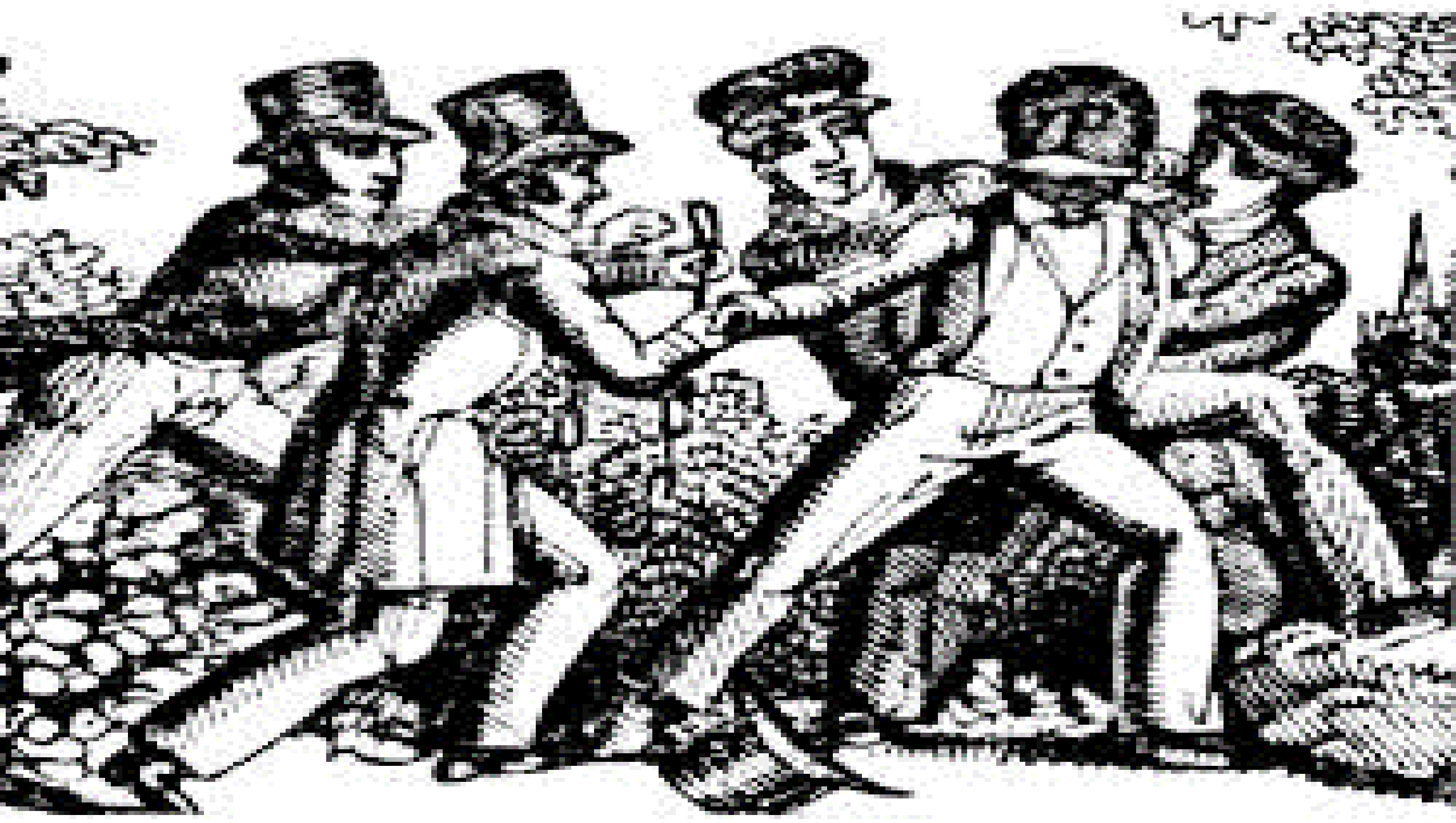
ABOLITIONISM

CRISS Philosophy

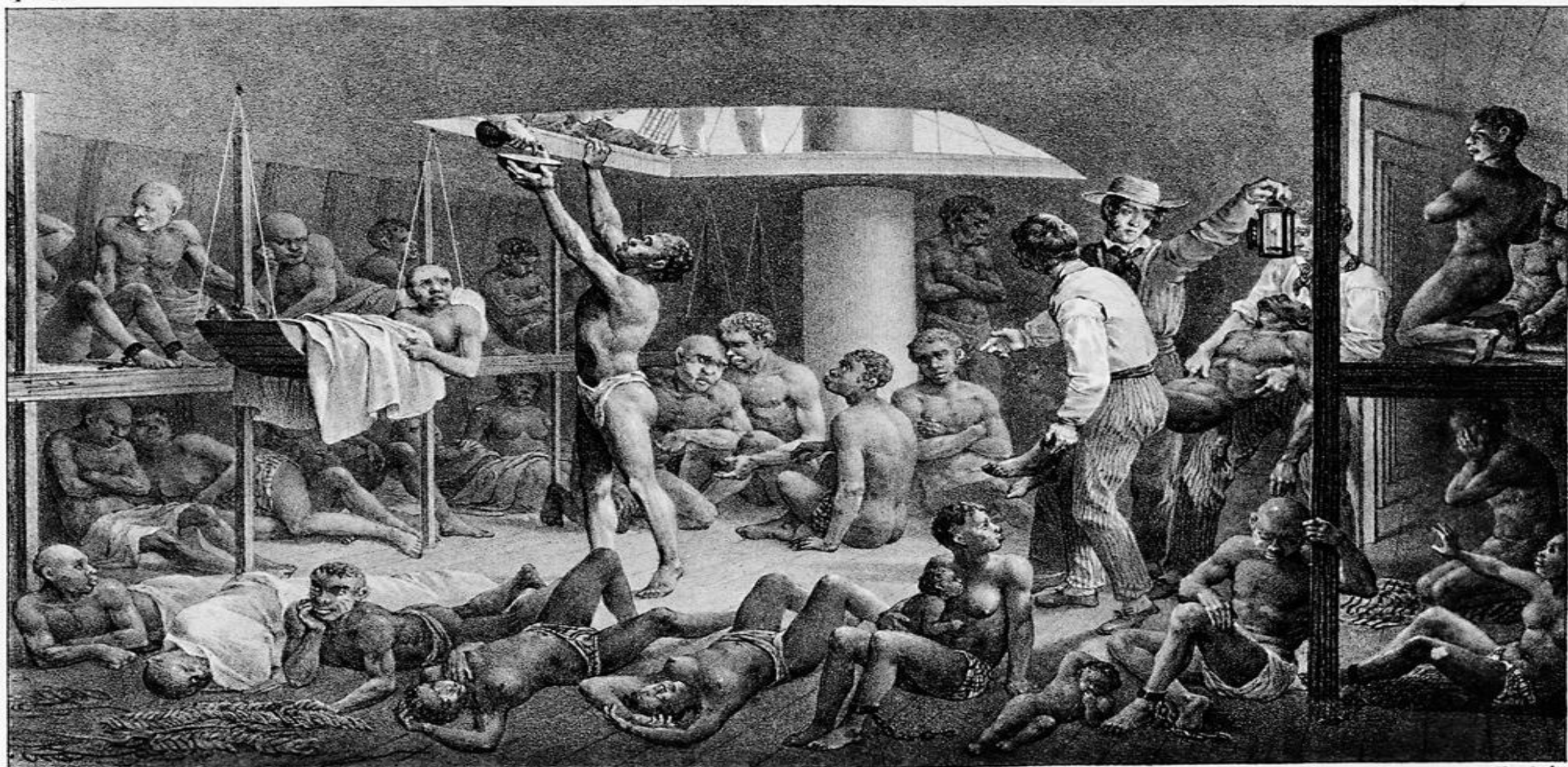
- PREPARE for Learning:
Be Metacognitive!
 - Background Knowledge
 - Purpose Setting
 - Author's Craft

CRISS Strategies

- Picture Brainstorming







Dess. d'après nat. par Eugène Delacroix.

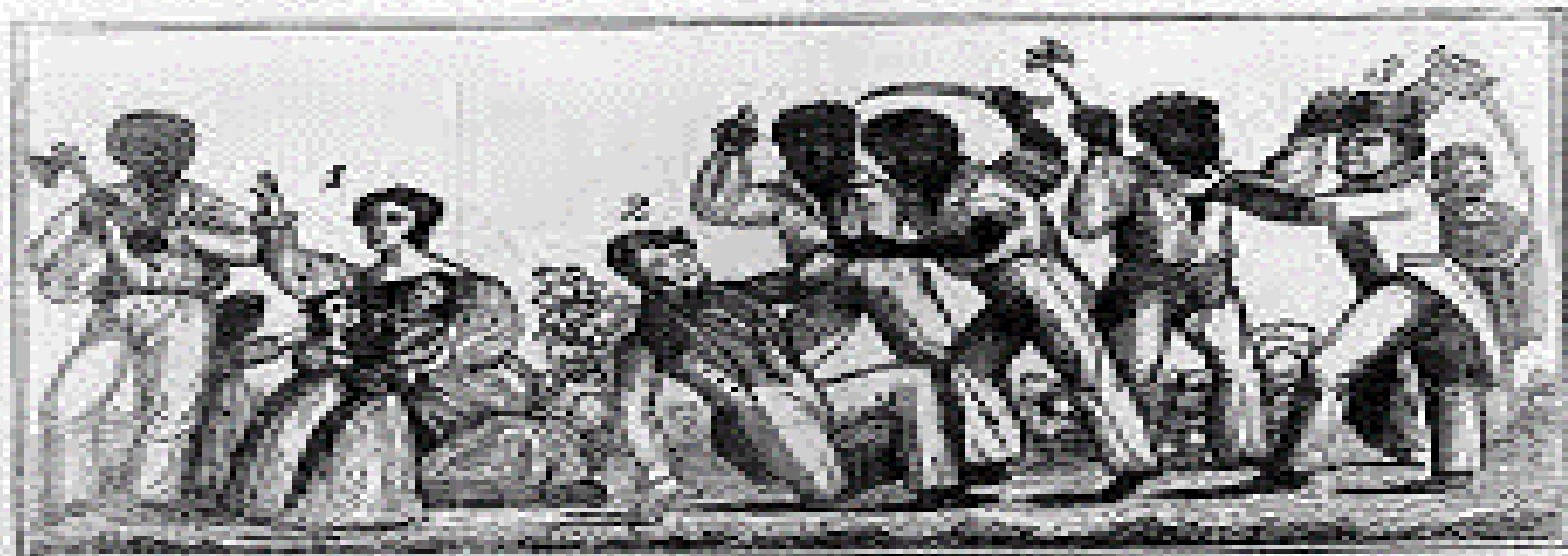
Lith. de Engelmann, rue du Faub. Montmartre N° 6 à Paris.

Dess. del.

NÈGRES A FOND DE CALLE.



HORRID MASSACRE IN VIRGINIA-



The illustration is taken from the "Illustrated London News" of the 18th of June 1862. It is a reproduction of a painting by the artist J. M. W. Turner, which was exhibited at the Royal Academy in 1862. The painting is titled "The Execution of the Rebels at the Old Church, near the City of Richmond, on the 18th of June 1862." It depicts a group of men, some of whom are wearing military uniforms, standing around a large pile of bodies on the ground. The scene is set outdoors, with trees and a building in the background.





Fugitive Slaves

ATTENTION.

The Slave-hunter is among us!
BE ON YOUR GUARD!
AN ARREST IS PLANNED FOR TO-NIGHT.

BE READY TO RECEIVE THEM,
WHENEVER THEY COME!

FRAMEWORK FOR LEARNING BEING A METACOGNITIVE LEARNER

CRISS Philosophy

- ENGAGE & TRANSFORM:
Be Actively Persistent!
- Writing
- Discussion
- Visualizing
- Organizing

CRISS Strategies – S.O.A.P.S.

- Graphic Organizers
- AIN'T I A WOMAN?

SHONDA RHIMES READING "AINT I A WOMAN?"

FRAMEWORK FOR LEARNING BEING A METACOGNITIVE LEARNER

CRISS Philosophy

- REFLECT on Learning
- Process: How I learned (My metacognition)
- Content: What I learned

CRISS Strategies

- Formative Assessments
- Human Timeline
- RAFT – Abolitionism
- With your partner, create a RAFT with 4 different assignments for students
- Remember to make activities for those left and right brained learners

FRAMEWORK FOR TEACHING

PLAN for Instruction

- Enduring Understandings (Content & Process)
- Assessments (Formative & Summative)
- Evaluate Student Needs
- Content Materials

PREPARE for Learning: *Be Metacognitive!*

- Background Knowledge
- Purpose Setting
- Author's Craft

ENGAGE & TRANSFORM: *Be Actively Persistent!*

- Writing
- Discussion
- Visualizing
- Organizing

REFLECT on Learning

- Process: How I learned (*My metacognition*)
- Content: What I learned

Framework for Teaching:
Engage and Transform

DISCUSSION STRATEGIES

THINK-PAIR-SHARE/WRITE

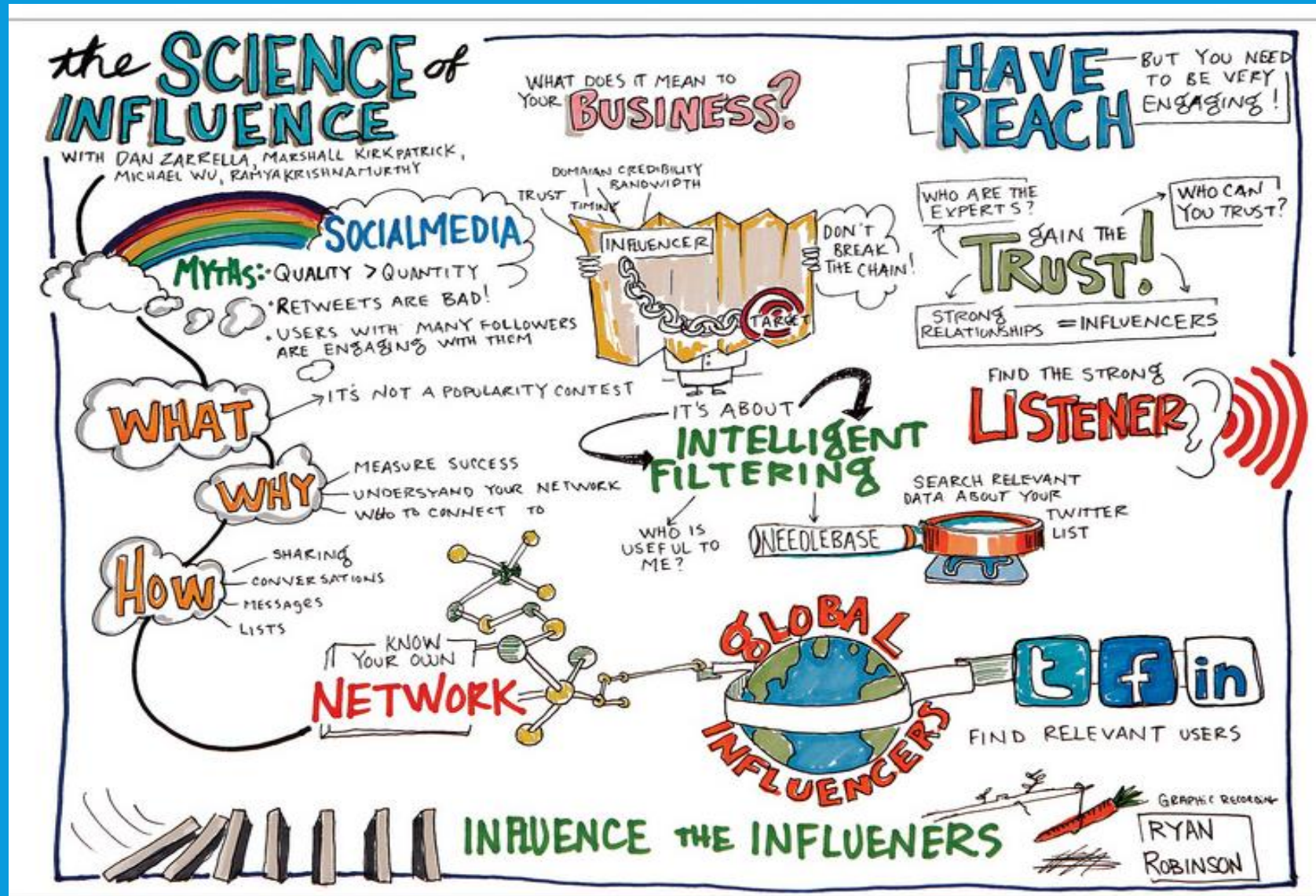
Name _____ Class Period _____ Date _____			
Think-Pair-Share			
Question/Topic	What I Thought	What My Partner Thought	What We Decided to Share

Metacognition

HIGHER ORDER THINKING QUESTION

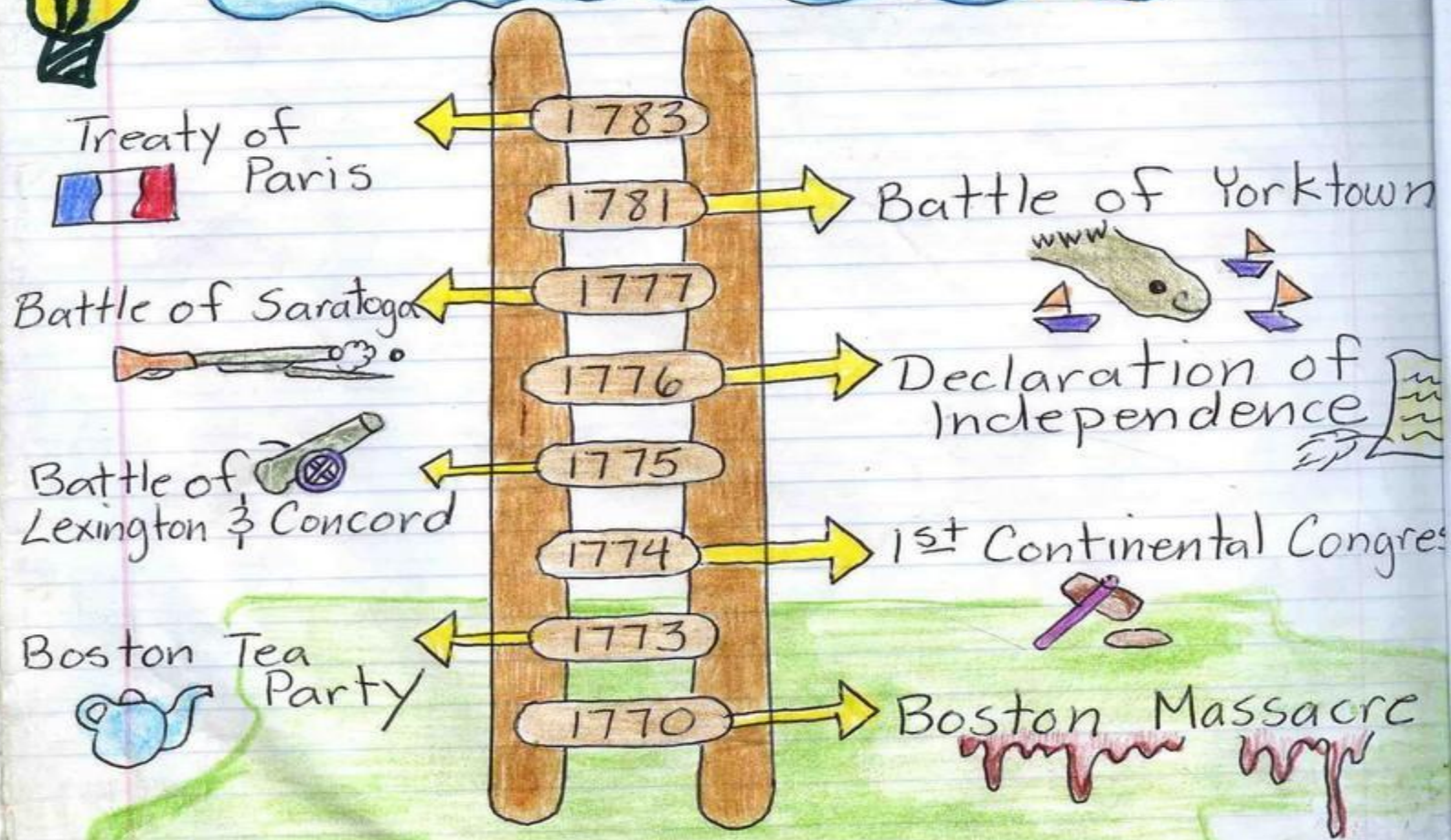
QUESTION STARTERS & FRAMES FOR HIGHER-LEVEL QUESTIONS		
Bloom's Taxonomy	Key Words	Question Starters
Creating	Reorganizing, producing, adapting	How can you adapt this information to ____? How can you apply ____ to your own life? Reinterpret ____ to fit with a different point of view. The author has changed my understanding of ____ by ____.
Evaluating	Judging, defending, proving, assessing, criticizing	What is your opinion of ____? What is the best solution to the problem of ____? Defend your opinion about ____. Evaluate the writing of ____?
Analyzing	Examining, categorizing, classifying, comparing, separating, connecting	Compare <u> X </u> to <u> Y </u> . In what ways are they the same? How are they different? Categorize the important ideas in ____? What connections can you make to ____?
Applying	Illustrating, interpreting, calculating, applying, relating	What is one way to illustrate ____? How can you apply ____ to ____? How can you relate ____ to ____?
Understanding	Explaining, summarizing, inferring, anticipating, comparing	What will happen next in ____? What is the main idea about ____? Predict what ____? How is this similar to or different from ____? Explain what is meant by ____?
Knowing	Who, what, list, retell, identify, name, when, define	What is ____? Define ____. Identify the ____. Retell ____. Who did ____?

Picture Notes

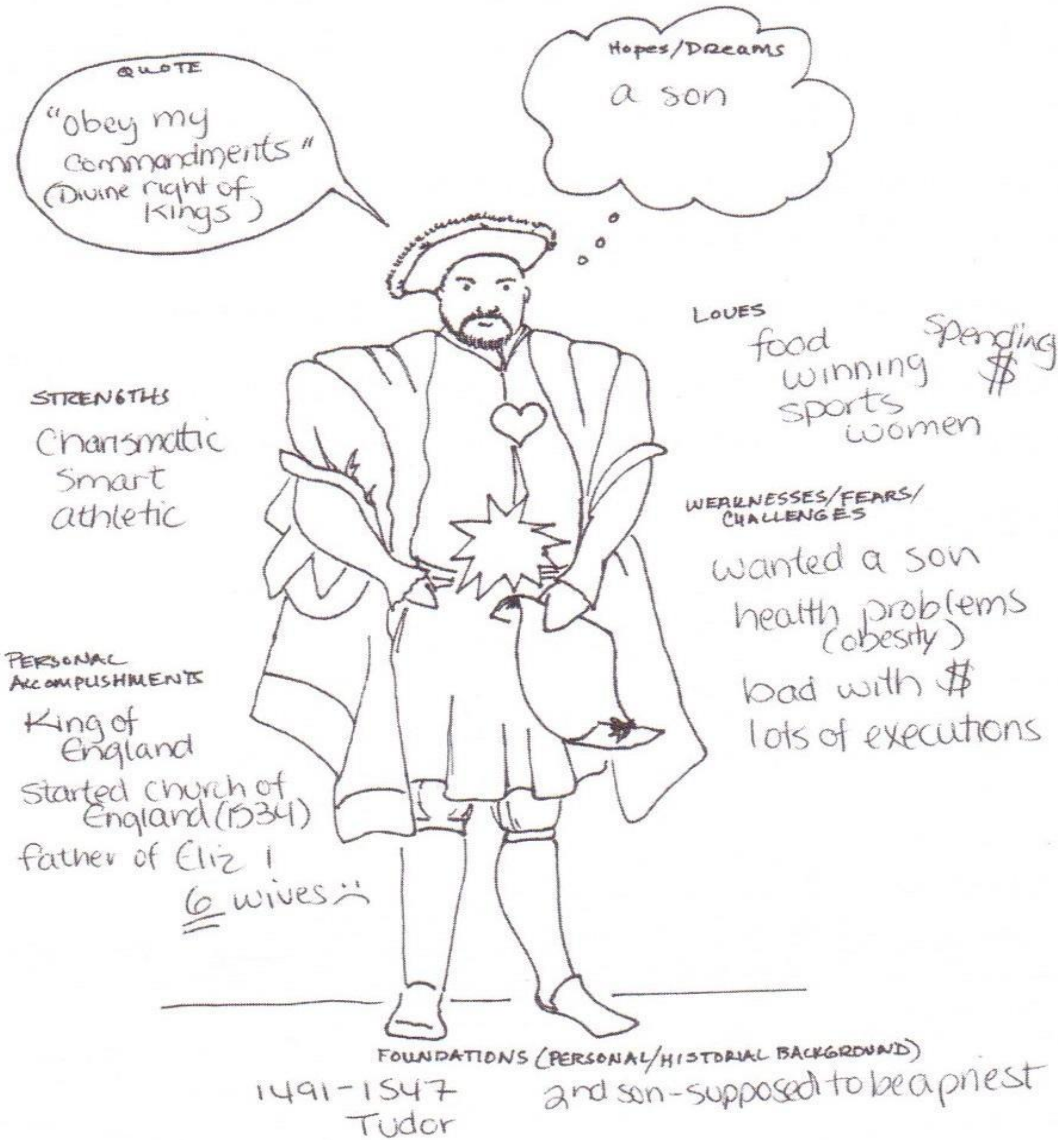




CLIMB THE LADDER TO AMERICAN INDEPENDENCE



CHARACTER MAP OF: HENRY VIII



Anticipation Guide

Before	The Road Trip	After
	1. In 1903 there were less than 200 miles of paved roads in the United States	
	2. The first cars had massive horsepower due to their large engines	
	3. People called this car the “Go-like-Hell machine” and sent the driver in the wrong direction so their relatives could see the car	
	4. The trip across the United States took 6 weeks and endured bad weather, car trouble, getting lost, and	
	5. The driver had to be towed out of sand drifts by cowboys using their lariats	

Magnet Summaries

journalists

horrible working conditions



Muckrakers

Magnet Word/General Topic



argued for reform

The Jungle

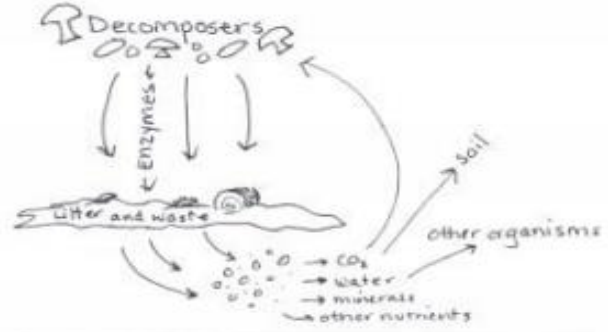
Summary: _____

MAIN IDEA AND DETAILS NOTES

Steps for Main Idea Notes

- Project a text
- Preview Assignment
- Use authors clues to identify main idea
- Model how to convert these clues to notes
- Demonstrate how to use the notes for self-testing and reviewing information.
- Continue to model

MAIN IDEA AND DETAILS NOTES

Nature's Clean-Up Organisms: Scavengers & Decomposers	
Scavengers	
What are they?	large and small animals
Examples:	big animals—coyotes, lions vultures smaller—slugs, beetles, tadpoles, grubs
Habitat	litter: dark, moist food—note: one rotting apple can have 100,000 roundworms, also found in cow manure
What do they do?	begin clean up—eat dead matter
Decomposers	
What are they?	microscopic, fungi, bacteria, microscopic animals 1000s of different kinds
Examples	mushrooms
Habitat	different decomposers in each ecosystem
What do they do?	change litter and waste back to basic materials
	
Decomposition	Breakdown of dead material into basic materials by decomposers